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ABSTRACT

As the newest college in the 10-member Maricopa Community College System, Arizona's Estrella Mountain Community College Center (EMCCC) is highly capable of innovation since it does not have to battle years of tradition. As part of its emphasis on innovation, EMCCC operates under the relatively new paradigm of being a customer-driven organization. This paradigm focuses on the student as customer, and this focus guides organizational restructuring efforts. At EMCCC, this restructuring has included the service system, or the physical and procedural apparatus used by employees; the service strategy, or the distinctive formulas for delivering service; and staff providing services. In addition, marketing research is integrated with institutional research to inform planning efforts based on customer needs. The college uses a target market approach to assist academic divisions in designing and developing responsive programs and services. Target markets include youths, parents, re-entry adults, high school dropouts and other special needs populations, business, the local Air Force base, and senior adults. The customer focus paradigm has also been implemented by EMCCC's parent organization, Glendale Community College (Arizona), which has used meetings between faculty and business and industry to jointly develop corporate-sponsored programs. (BCY)

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CURRICULUM COMPLEXITIES:

THE CHAIR'S AND DEAN'S AGENDA

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BIOGRAPHICAL SKETCH

JEAN ANN ABEL

Ms. Abel is the Dean of Instruction for Business and Technology at Glendale Community College. She has served in this position since 1989 and has been with the Maricopa Community College District (MCCD) since 1984. Prior to working at MCCD, she worked as a personnel manager and a corporate trainer in the retail industry. Her earlier work experience includes five years as a high school business education teacher. Ms. Abel received her B.A. and M.A. in Distributive (Business) Education from Arizona State University (ASU) and has completed graduate study at ASU. She has a strong commitment to working with faculty members and representatives from government, business and industry to develop and enhance active college partnerships with the public and private sector.

CONRAD BAYLEY

Mr. Bayley is Director of General Education and Honors Coordinator at Estrella Mountain Community College Center, the newest and tenth campus of the Maricopa Community College District. He has been an English faculty member in the Maricopa District since 1963. He received his B.A. from Tufts University, an M.Ed. from the University of Massachusetts at Amherst, an M.A. from ASU, and has done graduate study at CCNY, and was a National Endowment for the Humanities Fellow at Brown University, RI. Mr. Bayley has been the recipient of numerous awards as Innovator of the Year and was one of the founding planners of the Division Chair Academy and Conference. His major academic interests are English medieval mystery plays and the classical Greek theater.

DR. ANNA SOLLEY

Dr. Solley serves as the Assistant Provost for Instruction at Estrella Mountain Community College Center. Dr. Solley has been a member of the Maricopa family since 1976 holding several key positions as a faculty member, division chairperson, and administrator. She currently serves in a chief academic and student services officer role and possesses extensive experience in institutional planning; curriculum and program development; faculty and staff development; administration of credit and non-credit programs; and community, school, and business partnership development. Dr. Solley holds a doctorate in Higher and Adult Education from Arizona State University. A strong commitment to quality teaching and learning and the opportunity to work with highly energized and creative colleagues has helped her meet the many challenges that Estrella Mountain has faced.

CURRICULUM COMPLEXITIES:

THE CHAIRS' AND DEANS' AGENDA

ESTRELLA MOUNTAIN COMMUNITY COLLEGE CENTER

Background Information

Emphasis within the Maricopa Community Colleges upon reengineering change throughout the organization has gradually touched upon many levels of decision making and policy formation. As the newest college in the ten member system, Estrella Mountain Community College Center (EMCCC) has viewed itself as being highly capable of innovation since it does not have to contend with long-established traditions and well ingrained procedures. While still acting as a member of a very large system and as an "education center" of a high enrollment, parent institution (Glendale Community College), EMCCC has taken a proactive approach toward developing its curriculum which is clearly meeting the needs of the various communities it serves.

Some of the hallmarks of Estrella Mountain include its model environment that integrates information and technology to support teaching and learning; its responsiveness to its community; its reputation as a caring, student-centered institution; and its artistically designed and aesthetically pleasing facilities. EMCCC is currently home to 2,200 students, 70 fulltime employees, and over one hundred adjunct faculty and part-time staff.

The need to be both highly productive and efficient has driven all areas of the college since its first year of operation, 1990. Recognizing the value of directly responding to the community, EMCCC has consulted those whom it serves to learn how best to accomplish its vision. As a result of being a new and developing institution with limited resources, EMCCC has engaged in strategic planning and target market analysis in developing and offering instructional programs and services to a variety of students. EMCCC operates under a new paradigm, that of a "customer-driven" organization.

New Paradigm: Customer-Driven Organization

The new paradigm is focused on the role of the **student customer** and the restructuring of the organization that serves the student. At EMCCC, this restructuring includes the **service system** (all of the physical and procedural apparatus and methods that the service people/employees have at their disposal, the **service strategy** (distinctive formulas for delivering service) and the **service people** or employees. This new paradigm stresses what's best for the student (rather than individual and competing agendas) using a team approach and ties all initiatives to the college's vision and strategic plan for institutional effectiveness.

In this type of environment, information is shared with all members of the institution thereby encouraging all faculty/staff members to develop innovative programs and services. Just as the institution is expected to develop creative, cost-effective partnerships with other entities, so must administrators and division chairs model this behavior with each other. As a result, the members of the institution act in a proactive and effective manner, creating vital linkages internally and externally with the communities served.

In addition, marketing research is integrated with institutional research. In the new paradigm, marketing research (emphasizing customer research) provides valuable customer needs information for academic divisions in the design of instructional products and delivery systems. Each academic division is responsible for meeting the needs of a particular target market segment and carefully monitors course and program enrollment. Enrollment management strategies include extensive student customer feedback efforts to improve the processes and products.

In May of 1995, the employees of EMCCC adopted the service strategy: "Your Success is Our Success". This service strategy represents EMCCC's unique commitment to serving its student customers and guides the daily interactions of every employee in the EMCCC family.

Characteristics of the Old versus the New Paradigm

Characteristics of the Old versus the New Paradigm include:

From this	To this
Internal vision	Global vision
Needs of faculty/staff	Needs of the student customer
Competition	Cooperation
Working alone	Being a team member, developing creative partnerships internally and externally
Quantity	Quality and continuous improvement
Decisions based on existing practices	Decisions based on marketing and institutional research
Focus on the past	Focus on the future (strategic planning)
Conservative program planning	Innovative, risk taking program planning

Curriculum Development and the New Paradigm

Dever and Templin (1994) indicate that many community college faculty have found that standard curricular models and tradition-bound general education requirements are simply inadequate to meet the realities of today's educational environment. EMCCC is particularly challenged to provide a meaningful and

cost-effective general education curricula to a significantly diverse student body. Faced with the needs of a large geographic area which contains high concentrations of minorities, pockets of severe poverty as well as comparative economic wealth, rural and small town environments, neglected economic development and long histories of social and economic problems, EMCCC views itself as clearly atypical but proactive.

Target Markets

EMCCC uses a target market concept to assist academic divisions in designing and developing responsive programs and services. Target market segmentation is the concept of dividing an organization's customer base into identifiable segments that have unique "need sets". EMCCC currently has eight major target market segments: Youth, Parents, Re-Entry Adults, GED, Special Needs Populations, Business, Luke Air Force Base, and Senior Adults.

Numerous new program initiatives have been developed within the past two years in response to the needs of our various target market segments. These include:

1. **Youth**

   •**On Site College Classes** for local high school seniors
   •**Project '96,** a concentrated high school recruitment program
   •**Western Maricopa Tech Prep Consortium** with two sister colleges and eight feeder high schools
   •**AIMES Program** for science, mathematics, and engineering development of minority high school students

2. **Parents**

   •**Luke Parent University**, parenting training seminars in cooperation with Luke Air Force Base

3. **Re-Entry Adults**

   •**Week-End College** for Friday evening and Saturday offerings
   •**Northern Arizona University Undergraduate and Graduate Degree Programs** offered at EMCCC

4. **GED and 5. Special Needs Populations**

   •**Genesis West** for high school dropouts in partnership with Agua Fria and Tolleson Union High School Districts
   •**Literacy Center Partnership** with sister campus, Rio Salado Community College, and area high schools to provide community-based programs in Buckeye and Tolleson and campus based programs for ABE/GED/ESOL.

6. **Business**

•**Customer Service Training** for business and industry partnerships with The Wigwam Resort, City of Avondale, City of Tolleson, Power Packaging, Inc. and other West Valley businesses
•**Economic Development Information Center** for small business library information through the State Library system
•**Job Fair Site** for new major West Valley employers (e.g. Wigwam Outlet Mall) in partnership with DES, JTPA, cities and the MCCD Economic Development Office

7. **Luke Air Force Base**

•**"Fast Track" eight week classes** and customized classes for Luke Air Force Base personnel

8. **Senior Adults**

•**Dial Up Link to EMCCC Library System** for seniors living in Pebble Creek (new Robson Communities master planned community for active adults)
•**Customized Computer Classes for Sun City Mac Users Group**
•**Customized Fitness Programs** tailored for the senior market

Curriculum and the Budget Process

Team planning sessions have produced "ownership" decisions and consequent marketing plans aimed at target segments. Followup group discussions have led to agreement concerning where priorities will be set and what amounts of available budget money will be expended to support curriculum decisions. The close tie between curriculum development and budget decisions has led to a sense of sharing accomplishments as well as risk taking for everyone involved. Decisions are not just those of the administration and division chairs, but belong to everyone.

Summary

According to Albrecht and Zemke (1985), in managing a customer-service organization, the most important idea to remember is: "...Unless the shared values, norms, beliefs, and ideologies of the organization--the organization's culture--are clearly and consciously focused on serving the customer, there is no chance that the organization will be able to deliver a consistent quality of service and develop a sustained reputation for service." At EMCCC, this principle guides the design and development of institutional service systems and strategies that are focused on serving the student customer.

As a result of embracing a "customer-driven", target market paradigm, EMCCC has developed meaningful and cost effective instructional programs and services. EMCCC views itself as a proactive, efficient, innovative institution that meets the needs of the diverse student customers it serves. According to Dever and Templin (1994), effective community college curricula are characterized by adherence to core educational values coupled with responsiveness to the communities they serve. EMCCC is clearly meeting this challenge, building better communities...one life at a time.

GLENDALE COMMUNITY COLLEGE

Background Information

Glendale Community College (GCC) began serving students in 1965. The college currently has an annual unduplicated student headcount of 30,000 credit students with 214 fulltime faculty, 161 fulltime managers/administrators and staff, 475 adjunct faculty, and 615 part-time/temporary employees. Glendale is a comprehensive community college offering a full range of general education, transfer, and occupational courses and programs as well as non-credit community service and industry specific courses.

Target Markets

In addition to classes and programs for the general student body, Glendale also offers corporate sponsored programs as well as courses and programs (both academic and occupational) that are offered at local business and industry sites for the employees of those businesses.

The average student age for Glendale is 30. Almost half of the students are under age 25 and about 4% of the students are over age 50. The diverse student body includes 55% female students, 45% male students with 21% of the student body representing minority populations as well as international students from 40 countries. Currently, 56% of the students are attending day classes and 44% are attending evening or weekend classes. The majority of the student body (74%) attends college part-time taking an average of 6.4 credit hours per semester. Over 75% of the students are working while attending college.

Student goals data indicate that 40% of the students intend to transfer to a four-year institution, 40% are enrolled in occupational or career related programs and the remainder of the students are taking classes for personal growth.

Curriculum Paradigm Shift

Glendale started offering its first corporate sponsored program, the General Motors Automotive Service Educational Program (ASEP), beginning in 1984.

Since that time, the college has developed additional partnerships with business, industry, and government including the Ford (ASSET) and Chrysler (CAP) automotive programs, the IBM AS/400 program, the Arizona POST certified police academy, and a new semiconductor program in conjunction with Intel; Motorola; SGS Thomson Microelectronics; Micro-Rel; Johnson Controls, Air Products, and Chemicals; and Olin Electronic Materials.

In the past, faculty developed new programs and then asked members of their business/industry advisory councils to review the completed course outlines and competencies. With the new paradigm shift, which is still being refined, representatives from business and industry meet with faculty members to thoroughly discuss the specific knowledge, skills, and abilities needed for successful employment. This information is then used by the faculty to develop new courses and programs. Business and industry representatives then review the draft outlines and competencies to determine if the program of study will help students to develop the requisite knowledge, skills, and abilities that were initially determined by the business/industry advisory council and faculty team.

Faculty, staff, and administrators are currently exploring the possibility of utilizing a formalized workplace skills analysis process, ACT Work Keys, in conjunction with semiconductor college and business partners. Work Keys is currently developing an assessment instrument to help measure the workplace skills identified by the Secretary's Commission of Achieving Necessary Skills (SCANS) and they are willing to develop a process specifically for the semiconductor industry.

Curriculum and the Budget Process

The faculty, staff, and administration at Glendale Community College are still in the process of developing an institutional effectiveness process that will tie curriculum, staffing, capital development, and other critical college initiatives to the budget development process. The college has separate processes in place for each of these critical areas but an overall systems approach is not yet in place.

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